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The Central University of Iowa.

1882.

HAND-BOOK

AND

ANNUAL CATALOGUE

Compliments of the President

Central University of Iowa,

LOCATED AT PELLA.

1882.

MOSSMAN & VOLLMER, PRINTERS, DAVENPORT, IOWA.
1882.

HAND-BOOK

AND

ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF THE

Central University of Iowa,

LOCATED AT PELLA.

1882.

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1882.

CALENDAR FOR 1882-83.

1882.

Fall Term begins Thursday, - - - - - - - - September 14.
Continues fourteen weeks.
Fall Term ends Wednesday, - - - - - - - - December 20.

HOLIDAY VACATION OF TWO WEEKS.

1883.

Winter Term begins Thursday, - - - - - - - January 4.
Continues eleven weeks,
Winter Term ends Wednesday, - - - - - - - - March 21.

SPRING VACATION OF ONE WEEK.

Spring Term begins Thursday, - - - - - - - - March 29.
Continues eleven weeks.

Baccalaureate Sermon, Sunday, A. M., - - - - - June 10.
Sermon before Y. M. C. A., Sunday evening, - - - - - June 10.
Address before the Alumni, Monday evening, - - - - - June 11.
Annual Meeting of the Board, Tuesday, A. M., - - - - June 12.
Address before the Literary Societies, Tuesday, P. M., - - - June 12.
Commencement Exercises, Wednesday, A. M., - - - - June 13.

SUMMER VACATION OF TWELVE WEEKS.

Fall Term begins Thursday, - - - - - - - - September 13
Continues fourteen weeks.

BOARD OF TRUSTEES.

GEO. W. GARDNER, D. D. — President of the University, *ex-officio*.
THEO. E. BALCH, M. A. — Chancellor of the University, *ex-officio*.

CLASS I. — OFFICE EXPIRES 1883.

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Rev. WILLIAM ELLIOT,	Cherry Grove.
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Rev. S. WEST,	Pella.
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CLASS II. — OFFICE EXPIRES 1884.

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Rev. T. F. THICKSTUN,	Pella.
Hon. N. LITTLER,	Washington.
Prof. C. C. CORY,	Pella.
Rev. GEO. E. TUFTS,	Belfast, Me.
S. F. SMITH, Esq.,	Davenport.
A. TATE, Esq.,	Winterset.
Prof. A. N. CURRIER,	Iowa City.
J. B. COTTON, Esq.,	Pella.
P. W. BOUSQUET, Esq.,	Pella.
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CLASS III. — OFFICE EXPIRES 1885.

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Hon. J. K. HORNISH,	Denver, Col.
Rev. I. J. STODDARD, D. D.,	Pella.
Rev. W. H. STIFLER, D. D.,	Davenport.
Rev. T. J. KEITH, D. D.,	Des Moines.
Rev. W. C. WILKINS,	Marshalltown
Rev. G. S. BAILEY, D. D.,	Ottumwa.
JOHN NOLLEN, Esq.,	Pella.
Maj. H. G. CURTIS,	Atlantic.
Hon. J. J. POWELL,	Cedar Rapids.
Rev. C. E. TAYLOR,	Bedford.
Rev. GEO. A. HERTZOG,	Creston.

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J. B. COTTON, Esq. — Vice President.

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Spinney Professor of Psychology and Christian Ethics.

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Professor Emeritus of Mathematics.

ROBERT HALL TRIPP, M. A.
Curtis Professor of the Latin Language and Literature.

IRA MITCHELL DE LONG, M. A.
Barker Professor of Pure and Applied Mathematics.

ALFRED BENNETT PRICE, M. A.
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LEONA CALL, B. A.
Professor of the Greek Language, and Instructor in French.

ADA GRANT GARDNER, B. A.
Balch Professor of Rhetoric and English Literature, and Instructor in German.

KATE FRANCES KEABLES, M. A.
Instructor in Instrumental Music.

MISS CARRIE LILLIAN THICKSTUN,
Instructor in English and Mathematics.

THEODORE EDWIN BALCH, M. A.
Chancellor.

PROFESSOR A. B. PRICE,
Librarian, and Curator of the Museum.

PROFESSOR R. H. TRIPP,
Secretary of the Faculty.

GENERAL STATEMENTS.

COLLEGES are growths. Time is a factor in their development. In our new country, a quarter of a century gives prestige to any enterprise. This University is now in its THIRTIETH year, having been founded A. D. 1853. It is one of the two or three older colleges in the State of Iowa, and *the oldest under the special patronage of the Baptist denomination in the whole Northwest.*

For several years it has been doing full college work, with the four classes regularly matriculated and advanced to graduation. It has also a Preparatory Academic department with large attendance.

The patronage of the University represents nearly all the rapidly growing States west of the Mississippi. These States, which naturally constitute its field, already represent a population of many millions. This Institution is girding itself with new power, and increasing all its facilities to give higher Christian learning to the thousands of young men and young women in this wide field.

REORGANIZATION.

In February, 1881, the management of the University was reorganized by the choice of REV. GEORGE W. GARDNER, D. D., as President, and Mr. T. E. BALCH as Chancellor with full charge of all financial interests. At the same time it was determined to raise permanent endowments to the amount of $100,000.

The wisdom of this aggressive movement has already been vindicated by its success. The College has rapidly come into favor, confidence is established, patronage increased, and the whole drift of intelligent sentiment in the denomination in the state is unmistakably in the line of a hearty and united support.

LOCATION.

The College is located in one of the most beautiful and healthy cities of Iowa, in the midst of an intelligent, industrious and order loving people, apart from the dissipating influences of larger centers of trade and population.

That such a location is most eligible for purposes of disciplinary study is generally conceded; at the same time the cost of board and incidentals to students, and all family expenses to those who wish to educate their children, are very much less than in larger cities.

ENDS AND AIMS.

The College in all its departments will aim to give liberal disciplinary culture rather than extensive practical and professional learning. Its courses of study have been rearranged with this object in view. Christian culture in its broadest sense—mental, moral, social—is the true end of the Christian College.

The experience of the past has clearly shown that this end is most satisfactorily reached by a curriculum of studies properly arranged and graded, which includes a protracted course in the classic languages, a severe drill in the pure and applied mathematics, a generous introduction to physical science, and at least a *resume* of higher philosophy.

This in general constitutes the work to be done in the regular courses of the college curriculum. All students will be advised and encouraged to enter upon one of these regular courses of study and to pursue it to the end. At the same time the necessities of each individual student will be taken into account and generous latitude allowed in the election of studies.

THE FACULTY OF INSTRUCTION.

The government of the Central University calls attention to the strong faculty who occupy its chairs of instruction.

The organization of the College and its curricula of studies

contemplate at least seven distinct professorships. Six of these chairs are now filled, including that of the President.

The members of the Faculty are all mature and experienced educators, with reputations already established.

With such acknowledged ability in the several departments of instruction, the government of the University feels safe in promising good, thorough, honest work.

THE FINANCIAL MANAGEMENT.

The question of finance touches the College at a vital point. All education is largely eleemosynary. No first-class institution of learning can live on its income from tuitions. Endowments are a necessity. How to raise and how to administer such endowment funds is the practical question in establishing and carrying forward all these educational enterprises.

The Central University is to be congratulated on the success already achieved by its able and honored Chancellor in the administration of its financial affairs. Since entering on his office in June, 1881, debts have been paid, current expenses all met, six Professors' chairs, including that of the President, have been partially endowed with nearly $40,000, and other funds have been secured, showing an increase in permanent assets at the present time—November, 1882—of nearly $70,000.

And not only in the raising, but also in the guardianship of trust funds, the integrity and fidelity of the Chancellor inspire confidence. Under his management, no donations, legacies, or devises of property will be misapplied, or administered contrary to the purpose and intent of the benefactor.

PLAN OF THE INSTITUTION.

As at present organized the University includes a regular classical College with its courses of study and accessories covering four years, and a preparatory Academic department of three years, in which students receive a thorough preparation for College, or for teaching and ordinary business.

At the present time nearly half the students are in the regular College classes. The aim is to make the preparatory department a feeder of the College. At the same time we offer to students in the lower grades the best Academical advantages, and allow as large liberty as is consistent in the selection of studies. But we do not encourage superficiality by advertising an imposing array of short courses and by promising diplomas which mean nothing.

RELIGIOUS STATUS.

This University was founded by religious men in the interest of distinctively Christian education. It is here believed and taught that all truth rests ultimately in the *fiat* of a personal God, and that the best learning is that which recognizes Him in His personal relations with men;—that the highest culture is that which involves the heart as well as the intellect, and that the noblest and best life is a life of faith in Jesus Christ.

The College has been uniformly marked in its religious influence. The whole community in the midst of which it is located is notably religious, Sabbath-loving, church-going. The moral atmosphere is warm and invigorating. A College branch of the Young Men's Christian Association maintains weekly, and often daily, prayer-meetings, and throws around all new students as they come to us, the arms of its influence to encourage, to draw, to win to the higher life.

The Baptist church in Pella is large and relatively strong, and to the heart of both pastor and members no interest is nearer than that of the college.

COLLEGIATE DEPARTMENT.

COURSES OF INSTRUCTION.

These have been rearranged and made full and comprehensive in all branches of study. Only two courses are offered, leading respectively to the degrees of *Bachelor of Arts* and *Bachelor of Science.* These courses are parallel, and of equal length and fullness. Too many courses offered only confuse the student. Abbreviated and attenuated courses deceive and cheat him. Two courses are therefore offered in this University:—

I. The Classical Course for the degree of B. A.
II. The Scientific Course for the degree of B. S.

THE CLASSICAL COURSE.

This course has been carefully revised and enlarged, so as to embrace substantially the work done in the best colleges of the country. It covers the usual four years, and aims at solidity and breadth. Special attention is given during the Freshman and Sophomore years to language and mathematics; during the Junior and Senior years, to physical science and philosophy.

The course for the first two years is fixed, all the studies being required. In the Junior and Senior years, some variation is allowed by offering elective studies. This provision of the course will be extended, as the chairs of instruction shall be filled so as to allow it.

THE SCIENTIFIC COURSE.

This embraces all the studies of the classical course, with the exception of the Greek Language; in place of which Higher

English, Natural and Physical Science, and Modern Languages are substituted.

In this course also, elective studies are offered in the last two years.

PARTIAL COURSES.

While advising all students who possibly can do so to take one of the full courses of study, yet any student who from any cause cannot take a full course will be allowed to enter any class for which he is prepared, and to pursue a partial and elective course without receiving a degree. Such students will be ranked according to their advancement, and will be accorded all the accessory privileges of the College.

PREPARATION FOR TEACHING.

We have not arranged and advertised a special *Normal* course, nor a special *Business* course, because too often these are looked upon as *short cuts* to an education. *The way to become an educator is to be educated.* Our aim is to make teachers by giving them a full and rounded education. Our Preparatory Course of study—either classical or scientific—will be found to cover all the requisites for a *State certificate*, and either of our college courses embraces all the branches required by the State of Iowa for a *State Diploma.*

At the same time we shall give special attention to those English branches in which students who expect to teach will be required to pass examinations, and Teachers of some experience will find our classes in English Grammar and Analysis, in Higher Arithmetic, in Physiology, Physical Geography, Elementary Physics, and Algebra, just the place to review these studies, and furnish themselves afresh with the intellectual equipments demanded for their work. We shall also give attention to *Didactics*, or the Art of Teaching, both from the text-book and in lectures.

REQUIREMENTS FOR ADMISSION.

All candidates for admission to the College courses must bring satisfactory testimonials of moral character.

Students who have passed through the regular preparatory Academic course in the University will be admitted *in course* to the Freshman Year in the College.

Those who come from other schools will be examined in the several branches indicated in the preparatory course, or their equivalents. Stated in general, the requirements for the Freshman Class will be as follows :—

English.—The Common branches—Grammar, Geography, American History.

Mathematics.—The whole of Arithmetic, Algebra to Quadratic Equations, and two books of Geometry.

Latin.—Grammar and Lessons, two books of Cæsar, four Orations of Cicero, four books of Virgil's Æneid, Prose Composition.

Greek.—Grammar and Lessons, two books of Xenophon's Anabasis, two books of Homer's Iliad, Greek Prose Composition.

In the Scientific Course, candidates for admission to the Freshman Class must be prepared in English studies, Latin, and Mathematics, the same as in the Classical Course, together with the elements of Natural Philosophy, Physical Geography, and Physiology.

COURSES OF INSTRUCTION.

I. CLASSICAL.

FRESHMAN YEAR.

First Term.

1. Greek.—(*a*) Greek Historians. (*b*) Jones' Greek Prose Composition. *Five hours a week.*
2. Latin.—(*a*) Cicero—De Amicitia. (*b*) Jones' Latin Composition. *Five hours a week.*
3. Mathematics.—Higher Algebra, Wells'. *Five hours a week.*
4. Elocution.—Lectures and Exercises. *One hour a week.*

Second Term.

1. Greek.—(*a*) Homer's Iliad. (*b*) Greek Prose Composition. *Five hours a week.*
2. Latin.—(*a*) Cicero de Senectute and Ovid. (*b*) Latin Composition. *Five hours a week.*
3. Mathematics.—Geometry, Wentworth's. *Five hours a week.*
4. Elocution.—Lectures and Exercises. *One hour a week.*

Third Term.

1. Greek.—(*a*) Homer's Iliad. (*b*) Greek Prose Composition. *Five hours a* week.
2. Latin.—(*a*) Horace, Odes. (*b*) Exercises in Latin Prosody. *Five hours a week.*
3. Mathematics.—Geometry, concluded. *Five hours a week.*
4. Elocution.—Lectures and Exercises. *One hour a week.*

SOPHOMORE YEAR.

First Term.

1. Greek.—(*a*) Demosthenes, De Corona. (*b*) Smith's History of Greece. *Four hours a week.*
2. Latin.—Horace, Satires and Ars Poetica. *Four hours a week.*
3. Chemistry.—(*a*) Eliot and Storer. (*b*) Lectures and Experiments. *Five hours a week.*
4. Rhetoric.—(*a*) Text-book, D. J.Hill's Elements. (*b*) Essays. *Two hours a week.*

Second Term.

1. Latin.—(*a*) Tusculan Disputations. (*b*) History of Rome. *Four hours a week.*
2. Mathematics.—Trigonometry. *Five hours a week.*
3. Geology.—(*a*) Text-book, Dana. (*b*) Lectures and Explorations. *Four hours a week.*
4. Rhetoric.—(*a*) Text-book, D. J. Hill's Elements. (*b*) Essays. *Two hours a week.*

Third Term.

1. Greek.—Lysias. *Four hours a week.*
2. Mathematics.—General Geometry. *Five hours a week.*
3. Zoology.—Text-book, Nicholson. *Four hours a week.*
4. Rhetoric.—Readings and Essays. *Two hours a week.*

JUNIOR YEAR.

First Term.

1. Greek.—Plato's Apology. *Four hours a week.*
2. Physics.—(*a*) Mechanics and Hydrostatics. (*b*) Lectures and Experiments. *Five hours a week.*
3. German.—Whitney's Grammar and Reader. *Three hours a week.*
4. Rhetoric.—(*a*) D. J. Hill's Science of Rhetoric. (*b*) Essays. *Two hours a week.*

Second Term.

1. Latin.—Tacitus, Germania and Agricola. *Four hours a week.*
2. Physics.—(*a*) Accoustics, Optics and Electricity. (*b*) Lectures and Experiments. *Five hours a week.*
3. German.—Select Readings. *Three hours a week.*
4. Rhetoric.—(*a*) D. J. Hill's Science of Rhetoric. (*b*) Essays. (*c*) Study of Authors. *Two hours a week.*

Third Term.

1. Astronomy.—(*a*) Text-book, Newcomb and Holden. (*b*) Lectures. *Five hours a week.*
2. Logic.—(*a*) Coppee. (*b*) Sir William Hamilton. *Four hours a week.*
3. German.—(*a*) Select Readings. (*b*) Composition. *Three hours a week.*
4. Elective.—(*a*) Botany. (*b*) History. *Three hours a week.*

SENIOR YEAR.

First Term.

1. Psychology.—(*a*) Text-book, Porter's Elements of Intellectual Science. (*b*) Sir William Hamilton's Lectures on Metaphysics. (*c*) Essays and discussions by the class. *Four hours a week.*
2. English Literature.—(*a*) Text-book, Stopford Brooke. (*b*) Readings from Authors. *Three hours a week.*
3. Political Economy.—Chapin's Wayland. *Four hours a week.*
4. Elective.—*a*) French. (*b*) Botany. *Three hours a week.*

Second Term.

1. Psychology.—(*a*) Porter's Elements. (*b*) Readings from Hamilton and others. (*c*) Theses by the class. *Four hours a week.*
2. Evidences of Christianity.—(*a*) Wright's Logic of Christian Evidences. (*b*) Readings. *Four hours a week.*
3. Science of Government.—*Three hours a week.*
4. Elective.—(*a*) French. (*b*) Didactics. *Three hours a week.*

Third Term.

1. Moral Philosophy.—(*a*) Text-book, Calderwood. (*b*) Lectures and Discussions. (*c*) Theses on Philosophical Subjects by the class. *Four hours a week.*
2. General History.—*Four hours a week.*
3. Two Electives.—(*a*) Didactics. (*b*) International Law. (*c*) History of Civilization.—Guizot. *Four hours a week.*

It is expected that in chosing electives, the classes will generally elect *as a whole* to avoid the multiplication of studies.

The Scientific Course differs from the above only in substituting other branches for the Greek language, and will be sufficiently indicated by the following Conspectus.

This Conspectus is designed to exhibit the parallel courses at a single view, and in their relations to each other.

Changes may be made from time to time in the text-books used, and in the classic authors read, but for substance of work the courses will not be essentially varied.

CONSPECTUS OF COLLEGE STUDIES..

		CLASSICAL.		SCIENTIFIC.	
FRESHMAN YEAR.	Fall.	1. Greek.—Historians.—Prose Comp.	*5	1. Latin.—De Amicitia.—Prose Comp.	5
		2. Latin.— De Amicitia.—Prose Comp.	5	2. Mathematics.—Higher Algebra.	5
		3. Mathematics.—Algebra (finished).	5	3. French.—Otto's Grammar.	5
		4. Elocution.	1	4. Elocution.	1
	Winter.	1. Greek.—Homer.—Prose Comp.	5	1. Latin.—De Senectute.—Prose Comp.	5
		2. Latin.—De Senectute.—Ovid.	5	2. Mathematics.—Geometry.	5
		3. Mathematics.—Geometry.	5	3. French.	5
		4. Elocution.	1	4. Elocution.	1
	Spring.	1. Greek.—Homer.—Prose Comp.	5	1. Latin.—Horace.—Latin Prosody.	5
		2. Latin.—Horace.—Latin Prosody.	5	2. Mathematics.—Geometry.	5
		3. Mathematics.—Geometry (finished)	5	3. French.	5
		4. Elocution.	1	4. Elocution.	1
SOPHOMORE YEAR.	Fall.	1. Greek.—Demosthenes de Corona.	4	1. Latin.—Horace,—Ars Poetica.	4
		2. Latin.—Horace.—Ars Poetica.	4	2. French.	4
		3. Chemistry.—Experiments.	5	3. Chemistry.—Experiments.	5
		4. Rhetoric.—Elements.	2	4. Rhetoric.—Elements.	2
	Winter.	1. Latin.—Tusculan Questions.	4	1. Latin.—Tusculan Questions	4
		2. Mathematics.—Trigonometry.	5	2. Trigonometry.	5
		3. Geology.—Dana.	4	3. Geology.—Dana.	4
		4. Rhetoric,—Elements.	2	4. Rhetoric.—Elements.	2
	Spring.	1. Greek.—Lysias.	4	1. French.	4
		2. Mathematics.—General Geometry	5	2. Mathematics.—General Geometry.	5
		3. Zoology.—Nicholson.	4	3. Zoology.—Nicholson.	4
		4. Rhetoric.—Elements.	2	4. Rhetoric.—Elements.	2

* The figures signify the number of recitations per week.

CONSPECTUS OF COLLEGE STUDIES --- Continued.

		CLASSICAL,		SCIENTIFIC,	
JUNIOR YEAR.	Fall.	1. Greek.—Plato's Apology	*4	1. Surveying.—Field Practice.	*4
		2. Physics.—Mechanics' &c.	5	2. Physics.—Mechanics' &c.	5
		3. German.—Grammar and Reader.	3	3. German—Grammar and Reader.	3
		4. Science of Rhetoric.	2	4. Science of Rhetoric.	2
	Winter.	1. Latin.—Tacitus, Pliny.	4	1. Latin.—Tacitus.—Pliny.	4
		2. Physics.—Accoustics &c.	5	2. Physics.—Accoustics &c.	5
		3. German.—Select Readings.	3	3. German.—Select Readings.	3
		4. Science of Rhetoric.	2	4. Science of Rhetoric.	2
	Spring.	1. German.—Select Readings.	3	1. German.—Select Readings.	3
		2. Astronomy.	5	2. Astronomy.	5
		3. Logic.—Coppee.	4	3. Logic.	4
		4. One Elective.—French or Botany.	3	4. One Elective.—French or Botany.	3
SENIOR YEAR.	Fall.	1. Psychology.—Porter.	4	1. Psychology.—Porter.	4
		2. English Literature.—Readings.	3	2. English Litera ture.—Readings.	3
		3. Political Economy.	3	3. Political Economy.	4
		4. One Elective.—French, Botany, or Didacties	3	4. One Elective.—French, Botany or Didactics.	3
	Winter.	1. Psychology.—Porter.	4	1. Psychology.—Porter.	4
		2. Evidences of Christianity.	4	2. Evidences of Christianity.	4
		3. Science of Government.	3	3. Science of Government.	3
		4. One Elective.—French or Didactics.	3	4. One Elective.—French or Didactics.	3
	Spring.	1. Moral Science—Calderwood.	4	1, Moral Science.—Calderwood.	4
		2. General History.	4	2. General History.	4
		3. Two Electives.—Didacties, History of Civilization, International Law,	4	3. Two Electives.—Didactics, History of Civilization, International Law.	4

* The figures signify the number of recitations per week.

THE PREPARATORY DEPARTMENT.

PURPOSE AND PLAN.

In this department is furnished, first, a thorough preparation to those who purpose to enter either the Classical or the Scientific Course in the College; and, second, a course of practical and disciplinary study to those who can go no further.

Students who complete the course of instruction in this department and pass the final examinations, receive a certificate which entitles them to admission to the College, and which, for those who do not enter College, is equivalent to a High school diploma of high grade.

The courses of study in this department have been rearranged and extended so as to cover three years. It is thought that if we would offer to our young people as thorough an education at home in the West as they get in the older institutions of the East, we must at least allow them as much time. The best Academies and preparatory schools of the East are now giving four full years to their College preparatory classes. The Colleges of the West cannot take rank with those of the older states without requiring fuller preparation in the elements than can be acquired by the average student in two years.

The following Conspectus will show the parallel courses in the three years preparatory department:—

CONSPECTUS OF PREPARATORY STUDIES.

		CLASSICAL.		SCIENTIFIC.	
FIRST YEAR.	Fall.	1. English. Grammar.	* 5	1. English. Grammar.	* 5
		2. Latin.–Harkness' Grammar and Jones' Lessons.	5	2. Latin. Grammar and Lessons.	5
		3. Mathematics. Arithmetic.	5	3. Mathematics. Arithmetic.	5
	Winter.	1. English. Grammar and Geography.	5	1. English. Grammar and Geography.	5
		2. Latin. Grammar and Lessons—Continued.	5	2. Latin. Grammar and Lessons.	5
		3. Mathematics. Arithmetic.	5	3. Mathematics. Arithmetic.	5
	Spring.	1. English. History of United States.	5	1. English. History of United States.	5
		2. Latin. Cæsar. Jones' Prose Comp.	5	2. Latin. Cæsar, Prose Composition.	5
		3. Mathematics. Higher Arithmetic.	5	3. Mathematics. Higher Arithmetic.	5
SECOND YEAR.	Fall.	1. Latin. Cæsar. Prose Composition.	5	1. Latin. Cæsar, Prose Composition.	5
		2. Greek. Grammar and Lessons.	5	2. Mathematics. Algebra.	5
		3. Mathematics. Algebra.	5	3. Science. Physical Geography.	5
	Winter.	1. Latin. Cicero—Orations.	5	1. Latin. Cicero—Orations.	5
		2. Greek. Grammar and Lessons.	5	2. Mathematics. Algebra.	5
		3. Mathematics. Algebra.	5	3. Natural History.	5
	Spring.	1. Latin. Cicero—Continued.	5	1. Latin. Cicero—Continued.	5
		2. Greek. Anabasis. Prose Comp.	5	2. Mathematics. Algebra.	5
		3. Mathematics. Algebra.	5	3. Science. Physiology.	5
THIRD YEAR.	Full.	1. Latin. Virgil, Roman Mythology.	5	1. Latin. Virgil. Roman Mythology.	5
		2. Greek. Anabasis. Prose Comp.	5	2. Science. Elementary Physics.	5
		3. Mathematics. Geometry, Plane.	4	3. Mathematics. Geometry, Plane.	4
	Winter.	1. Latin. Virgil. Latin Prosody.	5	1. Latin. Virgil. Latin Prosody.	5
		2. Greek. Anabasis. Prose Comp.	5	2. Science. Meteorology.	5
		3. General History.	4	3. General History.	4
	Spring.	1. Latin. Virgil, History of Rome.	5	1. Latin. Virgil. History of Rome.	5
		2. Greek. Homer. Prose Comp.	5	2. Botany.	3
		3. General History and Reviews.	4	3. General History and Reviews.	5

*The figures signify the umber of recitations per week.

TEXT-BOOKS.

The following list comprises the Text-books now in use in the several branches of study, together with such books of reference as are recommended for collateral helps. The books required for class-room use are marked (a); those for reference are marked (b). Only the class-room books are absolutely necessary for the student; the reference books will in part be found in the Library, and others will be furnished by the Faculty. Some of these, however, it would be well for the student himself to own for constant reference.

The class-room books may be changed occasionally to suit the wants of the class, or the decided preference of the instructor.

ENGLISH LANGUAGE AND LITERATURE:

(*a*) Grammar.....*Reed & Kellogg.*
Rhetoric.....*D. J. Hill.*
English Literature.....*Stofford Brooke.*
Pamphlet Selections from Shakespeare.....*Hudson.*
Pamphlet Selections—Prose and Poetry.....*Hudson.*

(*b*) Grammar of English Grammars.....*Goold Brown.*
Elements of Rhetoric.....*Blair, DeMille.*
English Literature.....*Taine.*
Manual of English Literature.....*Arnold, Morley and Tyler.*
Philosophy of English Literature.....*Bascom.*
Life, Art and Characters of Shakespeare.....*Hudson.*
Origin and History of the English Language.....*Marsh.*
The Literature of the Age of Elizabeth.....*Whipple.*
Dictionary of English Literature.....*Adams.*
Unabridged English Dictionaries.....*Worcester and Webster.*

LATIN:

(*a*) Grammar ..... *Harkness*
Lessons ..... *Jones*
Prose Composition ..... *Jones.*
Cæsar ..... *Chase and Stuart.*
Cicero ..... *Chase and Stuart.*
Virgil ..... *Chase and Stuart, or Frieze.*
De Amicitia ..... *Chase and Stuart.*
Livy ..... *Chase and Stuart, or Lincoln.*
Horace ..... *Lincoln.*
Tusculan Disputations ..... *Chase and Stuart.*
Tacitus ..... *Tyler.*
Pliny ..... Leipsic Ed.
Roman History ..... *Liddell.*
Lexicon ..... *Harpers' Andrews'.*

(*b*) Ancient Atlas ..... *Ginn & Heath, or Long.*
Classical Dictionary ..... *Smith.*
Dictionary of Greek and Roman Antiquities ..... *Smith.*
History of the Romans ..... *Merivale.*
Latin Grammar ..... *Roby, Zumpt, Madvig.*
History of Roman Literature ..... *Crowell & Richardson.*
Latin Synonymes ..... *Doederlein.*

GREEK:

(*a*) Grammar ..... *Hadley.*
Lessons ..... *Boise.*
Prose Composition ..... *Jones.*
Anabasis ..... *Boise.*
Homer ..... *Boise.*
Demosthenes ..... *D'Ooge.*
Plato—Apology and Crito ..... *Tyler.*
Lysias ..... *Whiton.*
Selections ..... *Boise and Freeman.*
History of Greece ..... *Smith.*
Lexicon ..... *Liddell and Scott.*

(*b*) Classical Atlas ..... *Ginn and Heath, or Long.*
Greek Moods and Tenses ..... *Goodwin.*
History ..... *Curtius and Grote.*
Dictionary—Classical and Biographical ..... *Smith.*
Grammar ..... *Goodwin and Kuhner.*
Greek Literature ..... *Mahaffy.*
Studies in Greek Poets ..... *Symonds.*
The New Testament in Greek ..... *Westcott and Hort*

GERMAN:

(*a*) Grammar and Reader ..... *Whitney.*
Lexicon ..... *Whitney, or Adler.*
German Classic Texts... ..... *Whitney, or Hart.*

(*b*) German Literature..... *Hosmer.*
Studies in German Literature.... ..... *Bayard Taylor.*
Handbuch der deutschen Sprache..... *Becker.*
Geschichte der deutschen Dichtung..... *Roquett.*

FRENCH:

(*a*) Grammar..... ..... *Bocher's Otto.*
Classic French Reader ..... *De Fiva.*
Philosophe sous les Toits ..... *Souvestre.*
Le Misanthrope..... *Moliere.*
Athalie ..... *Racine.*
Dictionary ..... *Gasc.*

(*b*) Literature Francaise Classique..... *Pylodet.*
Literature Francaise Contemporaire..... *Pylodet.*
French Syntax ..... *Harrison.*

MATHEMATICS:

(*a*) Arithmetic, higher..... *Ray.*
Algebra..... *Wells.*
Geometry..... ..... *Wentworth.*
Trigonometry.....
Surveying ..... *Davies.*
Analytics..... *Briggs.*
Mechanics ..... *Kimball's Olmsted.*

PHYSICAL SCIENCE:

(*a*) Physical Geography .... *Guyot.*
Physiology .....
Elementary Physics ..... *Gage.*
Chemistry..... *Eliot and Storer.*
Geology ..... *Dana.*
Zoology ..... *Nicholson.*
Physics..... ..... *Kimball's Olmsted.*
Astronomy..... *Newcomb and Holden.*

(*b*) Dictionary of Scientific Terms..... *Putnam's Ed.*
Cooke's New Chemistry.... ....
Natural Philosophy ..... *Deschanel.*
Human Phisiology..... *Foster*
Comparative Phisiology..... *Carpenter.*
Zoology ..... *Packard.*

Earth and Man.....*Guyot.*
Recent Advances in Physical Science.....*Tait.*
Le Conte's Geology.....
Smithsonian Reports.....
National Almanac.....

PHILOSOPHY AND ETHICS:

(*a*) Elements of Mental Science.....*Porter.*
Elementary Lessons in Logic.....*Coppee.*
Moral Philosophy.....*Calderwood.*
Logic of Christian Evidences.....*Wright.*
(*b*) Lectures on Metaphysics.....*Sir William Hamilton.*
The Philosophy of the Human Mind.....*Thomas Brown.*
History of Philosophy.....*Schwegler* (*Seelye*).
Moral Science.....*Wayland, Haven.*
Lectures on Logic.....*Sir Wm. Hamilton.*
Logic—Deduction and Induction.....*Bain.*
Evidences of Christianity.....*Wilson, Hopkins.*
The Theistic Argument.....*Diman.*

POLITICAL SCIENCE:

(*a*) Political Economy.....*Wayland—Chapin.*
Science of Government.....*Alden.*
History of Civilization.....*Guizot.*
International Law.....*Woolsey.*
Outlines of History.....*Swinton.*

(*b*) Political Economy.....*Perry, Smith, Say, De Mille.*
Wealth of Nations.....*Adam Smith.*
The Federalist.....
Gibbon. Hallam.....
Macauley. Bancroft.....

DIDACTICS:

(*a*) Lectures.....*Fitch.*
Education as a Science.....*Bain.*

EXPOSITION OF THE WORK OF INSTRUCTION.

The following exposition will show what is aimed at in the several departments of work. This is the chief point of interest,—*what is the work done in the College?* We are now working on the following plan, and in a measure we are reaching the results aimed at.

I—Ancient Languages.

1.—*Latin.* A knowledge of the Latin Language is considered essential to liberal learning. It is of equal importance to the classical and to the scientific student. Hence it is required in both the full courses of instruction, and no student can receive any degree from the University without this.

The study of the Latin language and literature extends through the Preparatory course of three years, and the first two years of the College course—in all five years. From the beginning a thorough drill in the principles of construction is insisted upon as fundamental to a correct knowledge of the subject, as well as to rapid progress. To this end a specialty is made of Latin Prose Composition. The general aim is to make the study of this classic tongue conduce, as it is so well fitted to do, to the fullest literary culture, to impart a knowledge of the various relations between ancient and modern civilization, to give refinement of literary taste, nicety of discrimination, facility of analysis, and elegance of expression.

We have found the Text-books of Prof. Jones—Latin Lessons and Latin Prose Composition—specially well adapted to elementary work,—after which students read Cæsar and Cicero with much facility. Special attention is given in their place to Ancient Geography, Roman History, and Mythology.

The Roman pronunciation of Latin is used in the University, and is indicated as follows:

VOWELS.

Long.	Short.
a as in father.	a as in father, but shorter, not as in mat.
e as in they.	e as in met.
i as in machine.	i as in pity.
o as in no.	o as in for, not as in not.
u as o in do.	u as in pull.

DIPHTHONGS.

In pronouncing the diphthongs the sound of both vowels is preserved.

ae as in aye.	eu nearly as u in use.
au as ow in power.	ua ue, &c., as wa, we, &c.
oe as oi in boil.	ei as in rein.

CONSONANTS.

c as k.	s as in sin.
ch as k.	t as in tin.
g *always* as in gun.	v as in English, or nearly as w.
j as y in young.	Other consonants as in English.

2.—*Greek.* The study of the Greek language is considered as hardly less important than that of the Latin. It is the language of Philosophy and Religion. Hence it holds its position in the full Classical course. In the Scientific course it is allowed to give place to the French and to Scientific branches. The study of the Greek language and literature extends over two years of the Preparatory, and two of the College course.

As in the Latin, special attention is paid during the earlier part of the course to the writing of Greek with the accents. In the subsequent work more attention is paid to the finer points of thought and expression, and the peculiarities of Greek poetry, art and philosophy.

The system of pronunciation used is that now adopted by all the higher Colleges in this country, viz:—giving the continental sounds to the vowels and diphthongs, and putting the *ictus* on the syllable with the written accent.

Large wall maps in their respective class rooms illustrate Roman and Greek Geography.

II—Modern Languages.

1.—*French.* Hardly less important than the ancient in the line of culture, and often more so in practical utility, are the modern languages of continental Europe—specially the French and the German. In each of these languages is enshrined a rich store of literature, and as spoken tongues they hold a place in modern civilization second only to the English. Hence room has been made for at least elementary instruction in both these languages in the College curriculum.

The French is taught to the Scientific division of the Freshman class, in lieu of the Greek, and the Senior class as a whole may pursue it as an elective.

2.—*German.* The German language is spoken by a very large class in this country. The growing importance of German literature also makes it desireable that an educated man should know something of this rich tongue. Provision is made in this University for the study of this language during the whole of the Junior year in both courses. The method of instruction combines reading, writing, and conversation. Students not in the regular courses are allowed to pursue both the French and the German with the classes, if able to do so.

III—Mathematics.

1.—*Pure.* One whole year is given in the Preparatory course to the study of higher Arithmetic and its applications. This is of the highest practical utility to every student. Beyond this the study of the Mathematics has always been ranked as foremost in the line of mental discipline. We therefore provide for a most thorough and systematic course in Algebra, Geometry, Trigonometry, and Analytics or Conic Sections. These studies extend over five years, including the Preparatory and two years of the College course.

Our method of instruction comprises a most thorough classroom drill, and written work for criticism by the Professor.

2.—*Applied.* The application of the principles of the higher Mathematics to the great and sublime problems of Natural and Physical Science, is of the utmost consequence. Land Surveys, all branches of Mechanical and Civil Engineering, Navigation, Astronomical Science, and in fact all Physical investigations, rest in the principles of Mathematics. Hence our instruction in Physics and Astronomy, as well as in Surveying, is mathematical. Only in the Preparatory department do we teach these branches in a simply descriptive way.

IV—Physical and Natural Science.

These studies are making larger demands on the student's time and attention. We must give them place in our College curricula.

1.—*Physics.* Aside from their Mathematical relations, we aim to give by the aid of Text-books, familiar lectures, and experiments, a general knowledge of the subjects of Mechanics, Hydrostatics, Accoustics, Heat, Light, Electricity, &c. To this study is given two full terms of the Junior year. We have some very good Philosophical Apparatus, including large Telescope, Microscope of high power, and fine Electrical Machine.

2.—*Chemistry.* In this very important study we endeavor to give theoretic knowledge of general principles, and such applications and illustrations as we are able with a full set of chemical apparatus, and the usual outfit of chemicals.

It is our purpose to give fuller laboratory work in Quantitative and Qualitative Analysis, &c., when our facilities shall allow.

3.—*Natural Sciences.* Astronomy, Geology, Zoology and Botany find a place in our curriculum; and in each of these branches we teach by induction, bringing the facts before the student's own eye, and then allowing him to generalize for himself.

V.—English Language and Literature.

1.—*English Grammar.* This branch is taught in the Preparatory department, both analytically and synthetically. The aim is to impart a knowledge of the use of words and the structure of sentences. A Text-book is used as a guide to technicalities, but the reading and analysis of standard authors is made a prominent exercise.

2.—*Rhetoric.* The higher principles of English Composition, and the cultivation of a correct style, are matters of immense practical importance to the educated man. Too often College graduates know more of the structure of the Latin or Greek, than of their own tongue. We have made a specialty of distributing the subject of Rhetoric and English Literature through the last three years of the College courses. By so doing we are able to do an amount of work in themes not otherwise possible. The Elements of Rhetoric are pursued through the Sophomore year, with exercises and essays; and the Science of Rhetoric in its higher applications, with themes and readings, is continued through the Junior year.

3.—*English Literature.* We ought to know our own standard authors. We can know them in no other way so well as by a *personal acquaintance* with their writings. Hence this branch of study is pursued by our Senior Class, not in the mechanical and skeleton-like method of a Text-book, but by somewhat extended readings from the authors themselves. In this way the class read essays from Addison and Bacon, plays from Shakespeare, selections from the earlier and later poets, and from works in History and Fiction. Themes are also required in connection with this study.

VI—Philosophy.

1.—*Logic.* The laws of thought are closely connected with the laws of language, and form a basis on which all language is constructed. And so we give to Logic its accustomed place in

our curriculum. *How to think* is the great desideratum in education.

2.—*Psychology.* The Science of Mind is fundamental to all other Sciences. The great underlying questions of the times are those which treat of physiological and psychological subjects in their relations and interdependencies. In consideration of its importance and difficulty, the study of Psychology is made the leading work of the Senior year. Two full terms are given to it. A text-book is used, but with somewhat wide collateral reading. The aim is that the student shall gain breadth of knowledge and acquaintance with various theories, and so learn to think for himself, rather than memorize the words and definitions of any one author, and accept any conclusion tacitly at second hand. Lectures are also given to, and themes are required from the class.

3.—*Ethics.* Philosophy in its highest relations--viz: to the conduct of life, is fittingly made the closing work of the College course. The instruction in Moral Science is not mainly in the line of duties, but of the underlying principles on which all duties rest. The question of the day most nearly affecting all great moral and religious questions is, What are the data of Ethics? Nobody denies moral duties, but some deny any but a utilitarian ground on which to base them.

In this University distinctively Christian Ethics are taught:—Morals in their relations with religion and with God.

In this connection also a prominent place is given to Christian Evidences in their philosophic aspects. And it may be said that as a whole the work of the College in all its departments is intended to subserve the interest of an intelligent and vital faith in Jesus Christ as the Savior and the Lord of men.

VII—Political Science.

1.—*Political Economy.* Sociology in its various aspects is assuming large proportions in the attention of thinking men. Questions of labor and capital, of production and distribution, of taxes and tariffs, and of general commercial and industrial in-

terest, are coming to the front. Every man is directly or indirectly concerned in them. There is a science in these things. The instruction in Political Economy in this College is designed to discover and teach this science. The student is encouraged to think for himself. Opposing theories in regard to economic questions at issue in the public mind—e. g. Free Trade *versus* Protection—are fairly presented with the arguments on both sides, and the student is encouraged to hold the balances even, and then to let the heaviest end go down.

A somewhat wide range of reading is recommended on this subject.

2.—*Science of Government.* It is believed that every citizen of a great Republic like our own, ought to know something of the principles of national government. How many so called educated people never even have read the Constitution of their own country!

The design is to give the student in this study, as a part of the College curriculum, a practical knowledge of those great questions of governmental construction and policy which concern every citizen.

3.—*History.* We are all inseparably connected with the past. We build upon the past. History is not only behind us—it is beneath us and around us. The one limitless study is History. And there is a Philosophy of History. In our teaching of ancient, of mediaeval and of modern Histories the aim is, not so much to crowd and burden the mind with a mass of dry and meaningless dates—of royal marriages, and births, and deaths, of battles, and revolutions and treaties—not so much this, as to discover the great and less obtrusive progression of races, the developements of civilization, and the real life of the people of the world.

The study of History in various forms is distributed through all the courses of the College.

ACCESSORY HELPS.

The advantages of a well equipped College are not confined to the *curricula* of studies and the class-room instruction. There are many accessory helps that go far towards a thorough and truly liberal education. There is such a thing as an intellectual and moral atmosphere that invigorates and gives tone to the student's thinking and living. Culture comes from association, from influence, from example, from the silent tuitions of our every-day environment, hardly less than from the formal and stated instructions of books and living teachers. It is, therefore, the province of the College to generate this intellectual and moral atmosphere, and to gather around itself and its regular services of instruction, these helpful accessories, this healthful educational environment. Hence Libraries, Museums, Cabinets, Laboratories, Picture Galleries, Societies, Reading Rooms, social and religious advantages, and most of all *Character* in the College *personnelle*,—these must not be ignored or lightly esteemed in the work of higher education.

In some of these accessories the Central University is well furnished,—in others it has made a good beginning,—in others still it waits on future growth.

The Library.

The Library of the University has been replenished during the past year with a good number of standard and miscellaneous works. The College Library Club, an association among the Faculty and the friends of the College in the City, has placed upon the shelves a fine edition of Chamber's Cyclopædia, in ten volumes; Hallam's complete works, in six volumes; two octavo volumes of the British Essaysts, the Great Speeches of Daniel Webster, and about fifty miscellaneous standard books. Besides these valuable donations from the Library Club, the following have been received from the sources indicated.

Complete set of Addison's Works, English edition, six volumes — the gift of Dea. H. S. Chase, of Boston.

Complete set of the works of De Quincy, six volumes — the gift of Rev. Dr. Spinney, of Burlington, Iowa.

Set of Emerson, five volumes — from Rev. E. T. Merriam, of the Mission Rooms, Tremont Temple, Boston.

Set of Hawthorne, six volumes—from Chancellor Balch, of the University.

Irving's works complete, twelve volumes — from Henry W. Peabody, Esq., of Boston.

Longfellow complete, prose and poetry, six volumes — from publishers, Houghton, Mifflin & Co., Boston.

Complete works of Motley, nine volumes, octavo — Messrs. S. D. Sawin and John T. Hicks, of Boston.

Prescott's works complete, fifteen volumes — from F. O. Reed, Esq., Boston.

Cook's Tremont Temple Lectures, eight volumes — from Rev. Dr. F. R Morse, Brooklyn, N. Y.

Works of James Russell Lowell, complete, five volumes — from Prof. F. W. Messe, of Concord, N. H.

Worcester's Quarto Dictionary, Unabridged, latest illustrated edition — from Mr. W. A. Spinney, of Newton, Mass.

Encyclopædia Americana — Rev. Dr. J. N. Murdock, Mission Rooms, Tremont Temple, Boston.

Baptist Cyclopædia, two large volumes, octavo — from F. A. Smith, Esq., Mission Rooms, Tremont Temple, Boston.

Full case of miscellaneous books, including works of Spurgeon, in all over 50 volumes, from Rev. J. C. Foster, of the *Watchman*, Boston.

One box of miscellaneous books, and one large wall map of Ancient Greece — from Professor D. F. Call of Iowa City.

Ten dollars worth of standard works, besides miscelleanous volumes — from Professor A. N. Currier, of Iowa City.

Also valuable packages of the publications of the following publication houses :

Lee & Shepherd, Roberts Bros., Howard Gannett, D. Lothrop, Ginn & Heath, G. H. Corthell, G. H. Springer, D. L. Guernsey, with special memorial volumes from Mr. J. D. Plumer and Mr. F. O. Reed of Boston.

The Reading Room.

The Reading Room is furnished with a good number of Newspapers, Magazines and Reviews, of which *The Watchman*, of Boston, *The Examiner* and *The Watch Tower* of New York, *The*

National Baptist of Philadelphia, the *Journal* and *Messenyer* of Cincinnati, the *Standard* of Chicago, are sent gratuitously by their respective publishers; and the Library Club place upon the tables *The Scientific American*, the *Popular Science Monthly*, the *Century*, *Harper's Monthly*, the *Princeton Review*, the *Fortnightly*, and the *Contemporary*. We thus keep the College in close and constant connection with the thought of the world in science, art, philosophy and religion.

Apparatus and Laboratory.

The College has good working apparatus illustrative of Physical Science in Mechanics, Accoustics, Optics, Electricity, Chemistry, and Astronomy. During the last year additions have been made as follows:

Fine refracting Telescope, elegantly mounted — 3½ inch object glass, 4 eye glasses, with Finder, of French manufacture, price $250 — the gift of Dea. Geo. W. Little, of Boston, Mass.

High power Microscope, made by Oberhaeuser, of Paris, — with 4 eye pieces and over 50 slides — the gift of Dr. Otis Ayer, of Le Sueur, Minnesota, and Dr. G. H. Gardner, of Great Falls, N. H.

Surveyor's Compass, with outfit, and leveling instrument, price $100 — the gift of Geo. D. Edmands, Esq., of Boston.

Complete set of Chemicals, with apparatus — the gift of Peter Roberts, Esq., of Boston.

We are not yet provided with a properly constructed and arranged Laboratory for the higher work in Chemistry and Physical Science in general. Such a Laboratory, with the most approved appliances, is one of the things contemplated in the new College Building which we hope to erect in the near future.

The Cabinet.

The Cabinet contains several hundred specimens of minerals and natural products, including varieties of rocks of the different periods, native gold, silver and other ores, fossils, corals, gems, and rare specimens in mineralogy and geology.

Literary Societies.

There are connected with the College, three literary societies for improvement in rhetorical work and forensic debate. These are The Philomathian, composed of gentlemen only, and holding a weekly meeting on Friday evenings; The Alethian, composed of ladies only, and holding a weekly meeting on Tuesday afternoons; and The Advance, composed of both ladies and gentlemen, which meets on Friday afternoons.

The Philomathian and Alethian Societies occupy jointly a commodious and well furnished Society Hall in the College, and the Advance has also finished and furnished a large and beautiful hall in the College within the past year.

It is expected, and required, that every student shall join one of these Societies, and perform the exercises appointed with promptness and care. These Societies conduct their meetings with the utmost order and decorum, and the rhetorical work of the College in part is done in this connection. To this end each of the Societies is under the special supervision of one member of the Faculty—recognized in the Society as the Faculty Critic, before whom each prepared exercise passes in rehearsal before it is presented on the Society platform. In this way the required rhetorical work of the College, in writing and declamation, is mingled with the work of the Society, to the advantage of both.

The College Paper.

A monthly twelve-page paper is published by the students, called *The Central Ray*, which serves as a means of literary culture among the students themselves, a medium of communication between the Alumni and the present members of the College, and a general representative of the interests of the College to the outer world. The paper is ably edited, beautifully printed, and well sustained. The *Ray* has a good list of paying subscribers at 75 cents a year; published monthly when the College is in session.

Religious Exercises.

As has been already said, the College was founded in the interest of Christian education. In this respect it is like all our older and better Colleges. While conducted under the auspices of a particular denomination, in its spirit and teachings it is not exclusively sectarian. The students are required to attend religious services in the chapel daily, and public worship on the Sabbath in one of the churches in the city.

In connection with the College is a branch of the Young Men's Christian Association, large and well sustained, which holds a regular Saturday evening prayer meeting in the chapel, and exercises a christian and healthful influence over the spiritual interests of the students. The Faculty are also connected with the Association, giving to it their personal support and their constant attention and care. All the members of the Faculty, and a large majority of the students are professing Christians, members of some evangelical church. The whole atmosphere of the College is strongly Christian.

Social Culture.

The College is open in all its departments to young men and young women alike. The Professors' chairs are filled some by men and some by women. We hold that co-education in the class-room logically implies co-equality in the Faculty in the same direction. It is expected that the conduct of the students in their daily association, will be that of gentlemen and ladies. The life of the College is eminently social. The relations between the Faculty and the students are those of social recognition and personal acquaintance. Occasional gatherings are held, under the special auspices of some one of the societies, in which students and Faculty and invited friends spend an evening of social converse. We are endeavoring to realize in a measure the idea of a literary community, in which our students may gain not only an intellectual discipline, but also a social refinement and culture, that shall enable them to feel at home and conduct themselves with propriety in good society.

EXPENSES.

It is our aim to bring the advantages of the University within the reach of those of moderate means. Not unfrequently the brightest and most promising students are those who have little or no money, and who must depend upon their own efforts to obtain an education. Often parents of small incomes wish to educate their children, and can do so best by moving to the College town, provided they can live at cheap rates.

All these considerations are met in very large measure by our Institution, and its advantageous location. *All necessary expenses are very moderate.* Rents and the prices of all provisions are very low, and many families have come here purposely to educate their children.

Board.

Board is furnished to students in good private families at $3.00 per week, including room, fuel and lights. The *Central Boarding Association* is composed of students who occupy rooms in different places, and take their meals together, *at actual cost*, managing the expenditure for themselves. During the past year good healty table-board has been had at prices ranging from $1.50 to $1.75 per week. The whole cost in this way is reduced to $2.00 or $2.50 per week. The Association numbers thirty the present Fall term. Rooms ready furnished can be obtained for about $1.50 per month, when two students occupy a room.

Tuition.

Our rates of tuition have been reduced one half during the past year. *They are now lower than at any other first-class College in the state.* We are able to make these rates only in consideration of the increase of our permanent funds. The price of tuition goes only a short way towards paying for the instruction given. No student with us pays one fourth the actual cost of

instruction given him. This is a point to be noted when considering the question of college education. Our rates are as follows:

In any of the College Courses — $5.00 per term — $15.00 per year.

In any of the Preporatery Courses—$4.00 per term—$12.00 per year.

Incidentals—$3.00 per term—$9.00 per year.

The tuition for Instrumental Music varies with the number of lessons given—usually $10.00 per term, and $3.00 for use of Instrument.

A small extra charge of $1.00 each will be made to the students in Chemistry, to pay in part for materials used.

☞ Tuition to the sons and daughters of evangelical ministers, $3.00 only, per term.

☞ Tuition will be *free* to all accredited students for the Christian ministry of any evangelical denomination.

Term bills must be paid in advance.

Degrees.

Students who complete the regular Classical Course will receive the degree of *Bachelor of Arts*. Those who complete the Scientific Course will receive the degree of *Bachelor of Science*.

Graduates of three years standing who have been engaged in study, teaching, or literary persuits, are entitled to receive the *second* degree in their respective Courses—*Master of Arts*, or *Master of Science*.—M. A. and M. S.

The degree of Ph. D.—*Doctor of Philosophy*—will not be conferred *causa honoraria*, but only on such graduates of the University, or of other Colleges, as shall sustain a rigid examination upon an advanced course of study equivalent to three full years, in some specialty of Literature, Science, or Philosophy, and also shall prepare and read before this Faculty an extended thesis on some subject connected with their specialty.

The fee for graduation, and for any subsequent degree in course is five dollars.

CATALOGUE OF STUDENTS.

COLLEGE DEPARTMENT.

Post Graduates.

Dunn, Idalette - - - -	B. S. (1878.)	
Doolittle, Margaret - - -	B. A. (1882.)	

Undergraduates.

SENIOR CLASS.

Blattner, Jonn William - -	*Cl.	Council Bluffs.
Forrest, John Thomas - -	Sc.	Abingdon.
Forrest, William Thomas - -	Cl.	Abingdon.
Veenschoten, Teunis, jr. -	Cl.	Pella.
Edmand, Ella May - - -	Cl.	Pella.
Pratt, Susie Jessie -	Cl.	New Hartford.

JUNIOR CLASS.

Beyer, Evert - - - -	Cl.	Pella.
Köek, William - - - -	Cl.	Pella.
Hayes, Elizabeth Tomberlin -	Cl.	Pella.
Harris, Flora Etta - - -	Cl.	Winterset.
Harris, Amy - - - -	Cl.	Winterset.
Mc Cully, Euphrasia Luella -	Sc.	Pella.

*Cl.—Classical. Sc.—Scientific.

SOPHOMORE CLASS.

Andrews, Will	Cl.	Pella.
Cole, Cyrenus C.	Cl.	Pella.
Hammel, Milford Montgomery	Sc.	Pella.
Morgan, Curtis Chapin,	Sc.	Pella.
Wright, Joseph Sheldon	Cl.	Monroe.
Cathcart, Elizabeth	Sc.	Knoxville.
Cassatt, Nellie	Cl.	Pella.
Cory, Hattie	Sc.	Pella.
Edmand, Minnie	Cl.	Pella.

FRESHMAN CLASS.

Balch, George Bradbury	Cl.	Lyme Centre, N. H.
De Long, Horace Tool	Cl.	Monroe.
Keables, Francis Haller	Sc.	Pella.
Marston, Myron	Cl.	Hatch's Mills, Ind.
Nelson, William Arbuckle	Cl.	Humeston.
Nollen, John S.	Sc.	Pella.
Plympton, Edward Seagrave	Sc.	Denison.
Rederus, Anco	Cl.	Pella.
Van de Ven, Frank Gysbert	Sc.	Pella.
Weigand, Douglas	Cl.	Durham.
Long, Linnie	Cl.	Otley.
Scarff, Lulu Almeda	Cl.	Pella.
West, Alice Lutitia	Sc.	Pella.

PREPARATORY DEPARTMENT.

SENIOR CLASS.

Ballenger, Harvey Augustus	Cl.	Floris.
Beard, Irvin Newcomb	Cl.	Pella.
Beck, Robert Newton	Cl.	Bloomfield.
Bowen, George Washington,	Cl.	Lodi, Dak.
Darner, Francis William	Cl.	Ottumwa.
Davis, Oscar King	Cl.	Wauhoo, Neb.
Dupar, Francis Augustus	Cl.	Marblehead, Mass.
Fisher, Edward Thomas	Cl.	Monroe.
Haines, Marcus Aurelius	Cl.	Attica.
Kittle, Calvin	Sc.	Azen, Mo.
Main, Ancus	Sc.	Stonington, Ct.
Seeley, Oscar Judson	Sc.	Clinton.
Stigers, John Lambert	Cl.	Oskaloosa.
Talbot, Nathan Orville	Sc.	Lynnville.
Thickstun, Will Lyon	Cl.	Pella.
Balch, Mary Ellen	Cl.	Pella.
Hornish, Catherine	Sc.	Keokuk.
Miller, Mary Belle	Sc.	Patterson.
Tripp, Clara Elizabeth	Sc.	Pella.

JUNIOR CLASS.

Applegate, Allen Bate	Attica.
Baker, Ralph	Eagle Grove.
Benedict, Fordice	Patterson.
Bishop, John Wesley	Galesburg.
Brinkhoff, Carl William	Pella.
Cole, Samuel Frank	Pella.
Cotton, Joseph Fred.	Miller, Dak.
Francis, Charles William	Hesston, Ind.
Jaillette, William	Pella.
Kimmel, Marvin	Miller, Dak.
Kittle, John L.	Azen, Mo.
Knapp, Benjamin Samuel	Allerton.
Kringle, Judson	Walnut.
Lacy, George	Pella.
Long, Robert	Otley.
Moore, Mark Brock	Durham.
Rutherford, John Thompson	Attica.
Schriver, Isaac Van Wert	Red Rock.
Tool, Harrison Freeman	Monroe.
Wirth, John Gradvoold	Jessup.

Bain, Gertrude	Monroe.
Benedict, Bessie	Patterson.

Bishop, Mary Ellen	Pella.
Bowen, Mary Elizabeth	Lodi, Dak.
Bowen, Inez	Grand Junction.
Churchill, Harriet	Monroe.
Miller, Eva Alice	Patterson.
Simpkins, Adalia	Pella.
Tucker, Bertha	Otley.
Viersen Henrietta	Pella.
Voorhees, Dora Ellen	Pella.

ENGLISH ACADEMIC DEPARTMENT.

Aldinger, William John	What-Cheer.
Atkinson, Minton	Erwin.
Dickey, George	Otley.
Eichenberger, Albert Victor	Otley.
Grubb, Samuel Harlan	Indianapolis.
Harvey, Andrew	Durham.
Keables, Charles Albert	Pella.
McCaulay, Orr Leonidas	Peoria.
Montgomery, James Irvin	Fairmont.
Moore, Merrit Elmer	Durham.
Newby, Quinton	Harlan.
Pickens, James N	Doud's Station.
Proper, Edward Sedgwick	Pella.

Rietveld, Herman	Pella.
Scarborough, Charles	Monroe.
Thompson, Matthew	Carlisle.
Vinyard, Harlan	Lynnville.
Woodward, Harvey Hall	Galesburg.

Beers, Anna Eliza	Pella.
Burkhalter, Lora Alferetta	Monroe.
Burkholder, Melvia	Vermillion, Dak.
Calhoun, Elfie	Pella.
Calthcart, Ella	Attica.
Crookham, Elizabeth Hayes	Pleasantville.
Feree, Harriet Belle	Linkville, Or.
George, Ella	Prairie City.
George, Eva	Prairie City.
Keables, Belle	Prairie City.
Markel, Elizabeth	Pella.
Moore, Carrie Lois	Durham.
Neal, Nora	Pella,
Rees, Maud Emily	Pleasantville.
Ross, Ida Luella	Galesburg.
Smith Sarah	Monroe.
Viersen Mary	Pella.
Woodworth, Alice	Peoria.

SPECIALS IN INSTRUMENTAL MUSIC.

Bousquet, Abram

Stubenrauch, Dirk

Toom, Cornelius

Lankelma, Nettie

Markel, Elizabeth

Neal, Cora

Bousquet, Harriet

Cotton, Mabel

De Witt, Jane

Huber, Lucy

Rhynsburger, Mrs. John

Ross Ida

Stegeman, Cato

Van Sittert, Emma

SUMMARY:

Post Graduates,	2
In College Department,	36
In Preparatory Department,	50
In English Academic,	36
In Music,	14
Aggregate,	138
Counted twice,	2
Total,	136

The above represents the whole number of different students, who have been connected with the University since its reorganization in the Fall of 1881.

THE ALUMNI ASSOCIATION.

The Association holds its anniversary in connection with the Commencement.

The Orator at the last Commencement was Rev. George A. Hertzog, of Fairfield. Essayist, Miss Cornelia Van der Linden.

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